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ABSTRACT

A project entitled the Health Occupations Education Curriculum Project was undertaken to coordinate the 23 secondary cooperative health occupations education (HOE) programs in Arkansas and to develop a well-planned curriculum incorporating the multi-media approach. Included among the other objectives of the project were the following: development of a secondary HOE curriculum guide and related instructional materials, successfully conducting field tests in cooperation with a stratified random sample of Arkansas secondary HOE teachers to validate the guide, and implementation of inservice teacher education programs on the effective use of project-developed materials. Project staff designed and developed a four-semester, performance-based, secondary HOE curriculum guide for the State of Arkansas. While some units of the guide could not be tested due to time restrictions, those that were tested were successful. Recommendations were made calling for the field testing of the entire HOE curriculum for another year, for subsequent revision of the guide, and for additional inservice programs to acquaint new HOE teachers with the guide. Appended to the report are the project task survey and a field test evaluation form. (MN)

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ED221689

FINAL REPORT

Health Occupations Education Curriculum Project

Project Number: [illegible]80-01

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Conducted By

Center for Vocational Education
University of Central Arkansas
Conway, Arkansas
(501) 329-2931
Dr. Vincent J. Feck, Project Administrator
Kaye Reames Clanton, Project Coordinator

In Cooperation With
Vocational and Technical Education Division
Arkansas Department of Education
Little Rock, Arkansas 72201

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Introduction

The 23 secondary Health Occupations Education programs in Arkansas are health career exploratory courses and cooperative education endeavors between local schools and community employers. The cooperative programs provide shadowing or work experience for secondary school students.

Health Occupations Education (HOE) is complicated by the nature of the cooperative state programs, diversity of health career explorations, differences in educational levels, types of programs, and groups served. Therefore, the job of identification, development and evaluation of strategies, techniques and materials through a centralized complete coordinated effort had not been accomplished.

This project's purpose has been to provide that coordinated effort and develop a well-planned curriculum, incorporating the multi-media approach for the use of instructional material which would enable the HOE teacher to provide the kind of learning experiences and opportunities for the students to achieve educational objectives more effectively and efficiently.

The HOE curriculum, no matter how well-planned, will have educational value only to the extent that it is used properly. This curriculum development will be accompanied by an in-service teacher education program.

Objectives

Objective I. The project staff will research, compile and analyze HOE secondary curriculum materials developed in Arkansas and other states. It is anticipated that these activities will provide the project staff with the present status of HOE curriculum materials and at least one complete curriculum model from another state to serve as a foundation to develop the Arkansas HOE curriculum.

Objective II. The project staff in consultation with the supervisor of health occupations will organize and utilize an advisory panel consisting of five secondary HOE teachers, and four representatives from Health Care industry or institutions. The purpose of this committee will be to review, critique and make recommendations concerning the HOE secondary curriculum content and objectives throughout the process of development.

Objective III. The project staff will design and develop the secondary HOE curriculum guide and related instructional materials according to the format used by the Midwest Curriculum Coordination Center. Performance based curriculum objectives will be developed.

Objective IV. The project staff will implement cooperative curriculum planning among the following groups: Health occupations teachers, employers of HOE graduates, vocational and health education teacher educators and the state supervisor of health occupations.

Objective V. The project staff in cooperation with a stratified random sample of secondary HOE teachers will field test the curriculum guide. An evaluation instrument will be designed to measure the degree to which the materials, if used as directed, consistently bring about desired changes in the behavior of intended learners.

Objective VI. The project staff will design and conduct in-service teacher education programs on the effective use of the developed curriculum materials for all secondary HOE teachers. The curriculum materials will be disseminated to Arkansas HOE teachers through in-service meetings or workshops. It is anticipated that 95% of the teachers will participate in this in-service activity, that each participant will demonstrate knowledge of the performance based materials as indicated through an evaluation instrument, and that 75% of the secondary HOE teachers will implement the HOE curriculum guide as developed.

Objective VII. The project staff will provide feedback to the advisory panel, state supervisors of HOE, state supervisor of exemplary programs concerning the progress of the project at quarterly intervals.

Procedures:

An important facet of curriculum development in any area is becoming acquainted with the educators who already function as instructors in their particular educational field. Interaction with these educators was maintained throughout the development process as individual curriculum materials, opinions and ideas were collected.

With the formulation of the Advisory Committee (see Appendix A), the implementation of cooperative curriculum planning was continued.

At the initial meeting of the Advisory Committee the following goals and objectives of the curriculum guide were established:

Goals of Guide

- Provide the setting for students to explore a broad range of health occupations so that more informed career choices can be made.
- Help students prepare for entry level employment in the health field by developing specific job entry technical skills, interpersonal skills, and job success skills.
- Provide the opportunity for students to acquire basic knowledge and skills in preparation for post-secondary education and training programs in the health field.

General Objectives of Guide

- Determine whether a health occupation is suitable as a career.
- Explain the interrelationships and the opportunities for careers in health occupations.

- Acquire informed consumer health care choices that can be demonstrated to others.
- Perform duties that demonstrate entry level job skills for a representative sample of positions in the health field.
- Demonstrate job success skills.
- Demonstrate an understanding of and application of interpersonal skills.
- Be motivated to continue their education in their selected health field.
- Acquire basic knowledge and skills applicable to post-secondary education and training programs in the health field.

A workshop was held with all Arkansas HOE teacher/coordinators to identify the content areas or units for the guide and to work on skill identification. Since there was such diversity in the Arkansas HOE programs, the need for a Task Survey quickly became obvious. The Task Survey (see Appendix B) was developed and administered to the HOE teacher/coordinators and the members of all of the local advisory committees for the 23 HOE programs. This sample guaranteed representation from the health industry or the "users" of the graduates of the HOE programs. The purpose of the Task Survey was to differentiate the task levels in the two-year HOE program so they could either be assigned to one of the three divisions (Exploratory, Core Curriculum, Clinical Experience) in the program or deleted from the program.

After further research in the content areas other states were selecting for their HOE programs, and further study of the results of the content/skill identification workshop, the following plan for HOE programs was developed:

HEALTH OCCUPATIONS EDUCATION
CURRICULUM PROJECT

Curriculum Units

Exploratory Section - First Semester

Unit I ..... Medical Ethics, Law, and History
Unit II ..... Health Issues
Unit III ..... Health Care Facilities and Agencies
Unit IV ..... Health Careers
Unit V ..... Career Decisions
Unit VI ..... Organization and General Plan of the Body
Unit VII ..... First Aid

Core Curriculum Section - Second and Third Semesters

Unit VIII ..... Human Relations
Unit IX ..... Medical Terminology and Abbreviations
Unit X ..... Anatomy and Physiology
- A - The Integumentary System
- B - The Skeletal and Muscular Systems
- C - The Digestive System
- D - The Circulatory System
- E - The Respiratory System
- F - The Nervous System and Special Senses
- G - The Urinary System
- H - The Reproductive System
- I - Endocrine System

Unit XI ..... Nutrition/Dental Health
Unit XII ..... Microbes and Diseases
Unit XIII ..... Metrics for Health Occupations
Unit XIV ..... Safety and Emergency Care
Unit XV ..... Record Keeping
Unit XVI ..... Health Care Procedures

Clinical Experience Section - Fourth Semester

Post Secondary Education Preparation
Job Preparation
Lab - Coop - Shadow experience in areas of interest using individual packets (from Health Occupations Clinical Rotations and Learning Packets - State of New Jersey)

1. Nursing
2. Pediatrics
3. Medical Laboratory
4. Radiology
5. Electrocardiography and Electroencephalography
6. Respiratory Therapy
7. Dental Cluster
8. Office Cluster
9. Dietary Cluster
10. Physical Therapy
11. Occupational Therapy
12. Special Senses

As the units of instruction were being developed, field testing was conducted in many of the HOE teacher/coordinator's classrooms. (See Appendix C)

In-servicing the curriculum units was partially completed at workshops andat the 1981 August Vocational Conference. The last in-service activity and a workshop on utilizing media in the classroom will be conducted at the 1982 August Vocational Conference.

Findings:

The Task Survey (see Appendix B) provided necessary information on the distribution of the tasks or skills expected of completers in the HOE program. Participants in the survey were given a list of tasks and asked to determine, to the best of their knowledge, at which level of the HOE program these tasks should be performed, or if they had no place in a secondary HOE program. Results of the survey were compiled and they became the foundation for the "Job Sheets" used in the curriculum guide. The results of the survey are given below:

Exploratory

First Semester Tasks

1. Stain a blood smear
2. Demonstrate proper brushing and flossing technique
3. Measure patients' height and weight
4. Demonstrate procedure for disinfection of drinking water
5. Wash hands using aseptic technique
6. Perform Red Cross (multi media) first aid skills
   - control bleeding by direct pressure
   - apply bandages and dressings
   - apply splints
   - treatment for shock
   - treatment for burns
   - use lifts and carries

Core Curriculum

Second & Third Semester Tasks

1. Prepare culture media plate
2. Clean dirty or used glassware
3. Determine blood type and Rh factor
4. Use graduated cylinders and volumetric flasks
5. Use pipettes
6. Test urine for sugar, acetone, and specific gravity
7. Use a microscope
8. Perform finger stick
9. Record the dentist's observations (charting of teeth)
10. Measure intake and output
11. Give back rubs
12. Clean a patient unit
13. Give colostomy care
14. Give a retention enema
15. Give a cleansing enema
16. Utilize isolation techniques
17. Insert a rectal tube
18. Assist patients with bowel and bladder elimination
19. Make beds (open, closed, occupied, surgical)
20. Prepare and position patients for physical examinations
21. Bathe patients (partial, complete, sitz, tub, shower)
22. Give catheter care

Core Curriculum (continued)

23. Care for the incontinent partient
24. Clean an examination or treatment room
25. Take and record vital signs
26. Set up sterile trays
27. Use a nasal cannula
28. Apply moist heat - hot soaks
29. Apply dry heat - hot water bag
30. Apply moist cold treatment - cold compress
31. Apply dry cold treatment - ice bag
32. Assist patient to dangle
33. Put on and remove mask and gown
34. Collect a routine urine specimen
35. Collect a midstream clean catch urine specimen
36. Collect a 24 hour urine specimen
37. Collect a stool or feces specimen
38. Collect a sputum specimen
39. Make and receive telephone calls
40. Record information on patients' chart (charting)
41. Greet patients and visitors
42. File patient records
43. Admit, discharge, and transfer patients
44. Transport patients
45. Fill out incidient reports
46. Fill out insurance reports

Core Curriculum (continued)

47. Apply arm and leg restraints
48. Test reflexes of other students
49. Assist parients in walking with crutches or walker
50. Give range of motion exercise
51. Demonstrate proper massage techniques
52. Give vision and hearing screening test
53. Assist in teacher principles of personal hygiene
54. Clean thermometers
55. Clean medical instruments
56. Perform C/R
57. Demonstrate good body mechanics
58. Assist in teaching principles of nutrition
59. Identify types of diet
60. Remove diet tray and clean area
61. Feed an adult patient
62. Feed a blind patient
63. Utilize aseptic techniques
64. Demonstrate techniques for accident prevention and office safety
65. Evaluate equipment to see that it meets safety standards
66. Observe and report client/patient behavior
67. Handle emergency use of intercom (fire, Code Blue)
68. Demonstrate emergency evacuation procedures
69. Wash hands using aseptic technique
70. Turning patient in bed
71. Sitting patient up in bed
72. Assisting patient from bed to wheelchair

Clinical Experience

Fourth Semester Tasks

(coop, shadow, lab)

1. Spin down blood and urine
2. Operate the Coulter Counter
3. Collect blood, nose, and throat cultures
4. Operate electrocardiograph
5. Prepare patients for radiological exams
6. Position patients for radiological exams
7. Mix film processing solutions
8. File radiological film
9. Prepare barium solution for upper and lower GI series
10. Operate automatic film processing machine
11. Prepare patients for the dentist
12. Prepare dental trays for procedure needed
13. Prepare dental filling materials
14. Make impressions and pour a study cast
15. Take dental radiological exams
16. Develop dental radiological film
17. Clean dental instruments
18. Sterilize dental instruments
19. Assist with and/or shave male patients
20. Replace linen
21. Sterilize supplies
22. Care for the dying patient
23. Remove a fecal impaction

Clinical Experience (continued)

24. Provide post-mortem care
25. Care for the normal newborn
26. Measure infants' height and weight
27. Bill patients
28. Collect vital statistics information
29. Inventory and requisition supplies
30. Transcribe medical records
31. Administer portables or piped oxygen (nasal, mask, etc.)
32. Clean and refill humidifiers
33. Operate bronchodilator
34. Check for O_2 safety precautions
35. Feed a toddler (18-26 months of age)
36. Feed an infant
37. Feed a pre-school child (3-6 years of age)
38. Handle emergency use of intercom (fire, Code Blue, etc.)
39. Demonstrate emergency evacuation procedures
40. Bathe animals
41. Feed animals
42. Exercise animals
43. Assist in examination and treatment procedures of animals
44. Confer with occupations therapist regarding work schedule, equipment and supplies, and treatment plan
45. Lead routine recreational group activities, i.e., card games, softball, volley ball, picnics (under direct supervision of an occupational therapist)

46. Assist client/patient during therapeutic activity with demonstrations, explanations, and/or termination of project (under direct supervision of an occupational therapist)

47. Fabricate, modify, or adapt slings, splints, and self-help devices to assist client in obtaining optimal physical independence (under direct supervision of an occupational therapist)

An accomplishment of this project was the development of a curriculum plan for the HOE program in Arkansas. This plan outlines a four semester concept of HOE and includes three sections:

- Exploratory Section (first semester)

  Units deal with an introduction to HOE, health careers, first aid and culminate with students assessing whether or not a career in the health field is suitable for them.

- Core Curriculum Section (second and third semesters)

  Units deal with the "common" areas all health careers share.

- Clinical Experience Section (fourth semester)

  Includes individualized packets that contain those "unique" areas (tasks and knowledge) that apply only to a particular health career.

Evaluation:

Evaluation of the project was accomplished through a system approach using proposal objectives.

Objective I: The project staff will research, compile and analyze HOE secondary curriculum materials developed in Arkansas and other states. It is anticipated that these activities will provide the project staff with the present status of HOE curriculum materials and at least one complete curriculum model from another state to serve as a foundation to develop the Arkansas HOE curriculum.

Result:

Curriculum materials developed in Arkansas by HOE teacher/coordinators and materials developed by other states were secured, researched and analyzed. No one complete curriculum guide from another state could be found that satisfied the curriculum expectations of Arkansas HOE programs. The following secondary HOE curriculum guides were used as references for the Arkansas HOE Curriculum Guide:

Curriculum Guide for Health Occupations Education. Illinois Office of Education, Department of Adult, Vocational and Technical Education.

Health Occupations Education Units of Instruction Volume I and II, Occupational Curriculum Laboratory, East Texas State University.

Minnesota Secondary Health Occupations Curriculum Guidelines, Division of Vocational-Technical Education, Minnesota Department of Education.

Health Service Careers, Curriculum and Instructional Materials Center, Oklahoma State Board of Vocational and Technical Education.

Objective II: The project staff in consultation with the Supervisor of Health Occupations will organize and utilize an advisory panel consisting of five secondary HOE teachers, and four representatives from health care industry or institutions. The purpose of this committee will be to review, critique and make recommendations concerning the HOE secondary curriculum content and objectives throughout the process of development.

Result:

An advisory committee (see Appendix A) was formed and was utilized in the many phases of curriculum development.

Objective III: The project staff will design and develop the secondary HOE curriculum guide and related instructional materials according to the format used by the Midwest Curriculum Coordination Center. Performance based objectives will be developed.

Result:

Health Occupations Education - A Curriculum Guide, a 1,400 page book was developed. The performance based curriculum consists of four semesters divided into the three levels in the HOE program: Exploratory Section (first semester), Core Curriculum Sections (second and third semesters) and Clinical Experience Section (fourth semester). The format designed by MAVCC was used in the development of the guide.

Objective IV: The project staff will implement cooperative curriculum planning among the following groups: Health occupations teachers, employers of HOE graduates, vocational and health education teacher educators and the State Supervisor of Health Occupations.

Result:

The Advisory Committee (see Appendix A) was utilized to foster cooperation in curriculum planning among the groups listed in Objective IV. Another effort in this direction was the distribution of the Task Survey (see Appendix B). The Task Survey was administered to a sample which included all of the groups listed above.

Objective V: The project staff, in cooperation with a stratified random sample of secondary HOE teachers, will field test the curriculum guide. An evaluation instrument will be designed to measure the degree to which the materials, if used as directed, consistently bring about desired changes in the behavior of intended learners.

Result:

The curriculum guide was field tested by units using a random sample of secondary HOE teachers. Not all units in the Core Curriculum Section were field tested because they were developed late in the project year.

The evaluation instrument (see Appendix C) was used to provide feedback on the students' and teachers' acceptance of the units.

Objective VI: The project staff will design and conduct in-service teacher education programs on the effective use of the developed curriculum materials, for all secondary HOE teachers. The curriculum materials will be disseminated to Arkansas HOE teachers through in-service meetings or workshops. It is anticipated that 95% of the teachers will participate in this in-service activity, that each participant will demonstrate knowledge of the performance based materials as indicated through an evaluation instrument, and that 75% of the secondary HOE teachers will implement the HOE curriculum guide as developed.

Result:

In-service workshops were designed and conducted at the August AVA meeting in 1981. The final in-service activity is scheduled for the AVA meeting in August, 1982. An additional workshop dealing with utilizing media in the classroom will be held during the week of the 1982 AVA convention.

A random survey revealed that the HOE teachers will implement the HOE curriculum guide as developed.

Objective VII: The project staff will provide feedback to the advisory panel, state supervisor of HOE, state supervisor of exemplary programs, concerning the progress of the project at quarterly intervals.

Result:

Reports were filed with the State Supervisor of Exemplary Programs on a quarterly basis. The Advisory Committee was frequently informed of the progress of the project by meetings and memorandums. Contacts were made with Lloyd Greenwell, State Supervisor for HOE, throughout the length of the project.

Summary:

Conclusions

The project staff designed and developed a four-semester, performance based, secondary Health Occupations Education Curriculum Guide for the State of Arkansas using the MAVCC format. The new guide provides Arkansas vocational HOE teachers with a standard curriculum guide designed specifically for the philosophy, goals and objectives of Arkansas HOE programs. This should eventually result in more uniform program standards.

The process of curriculum development took much more time than anticipated. The inclusion of work done by other states was slow because considerable revisions had to be made in order for these materials to be adaptable to Arkansas HOE teachers.

The field testing of the units became increasingly difficult in the closing months of the project. There was difficulty in getting quick responses from the HOE teachers. Some of the units in the Core Curriculum section were developed too late in the school year to be field tested. Problems developed involving the schedules of the HOE teachers with reference to when they could field test the units.

Recommendations

Since sufficient time was not available to complete the Clinical Experience section of the guide and Unit XV (Record Keeping) of the Core Curriculum section, it is recommended that these units be developed to complete the curriculum guide.

To improve the reliability and validity of the field testing of the HOE curriculum, all units should be field tested for another year, and the results analyzed.

Revisions should then be made in the HOE curriculum guide based on the added field test results.

All new HOE teachers should be given a copy of the HOE curriculum guide. It is also recommended that additional in-service programs be conducted to acquaint new HOE teachers to the curriculum and to present the recommended additional units to the HOE personnel.

Appendix A

HEALTH OCCUPATIONS EDUCATION CURRICULUM PROJECT

ADVISORY COMMITTEE

Ms. June Garner
Nursing Development Coordinator
Baptist Medical Center

Ms. Jane George
Employment Coordinator
Baptist Medical Center

Mr. Fritz Friedl
Vocational Director
Pulaski County Special Schools

Mr. Fred Robinson
Vocational Director
Warren Area High School

Mr. Bill Langford
Administrator
Conway Memorial Hospital

Ms. Mary Orr
Kelly Health Care Services

Ms. Wyonne Swafford
Assistant Supervisor
Exemplary Projects
Arkansas Department of Education

Mr. Don Harlan
Supervisor
Exemplary Projects
Arkansas Department of Education

Dr. Lloyd Greenwell
Supervisor
Health Occupations Education
Arkansas Department of Education

Marian Q. Ross, MA,OTR/L, FAOTA
Chairman and Associate Professor
Department of Occupational Therapy
University of Central Arkansas

Mr. Robert Robinette, Director
Section of Environmental Services
and Health Maintenance
Arkansas Department of Health

Ms. Martha Markland
Formerly with Baptist Medical Center

Ms. Estelene Duke
HOE Coordinator
Conway Area Career Center

Ms. Marie Vinsant
HOE Coordinator
Metropolitan Vo-Tech Ed Cent.

Ms. Geraldine Simpson
HOE Coordinator
Brinkley High School

Ms. Linda Henderson
HOE Coordinator
Central High School

Ms. Charlotte Yates
HOE Coordinator
Hall High School

Ms. Martha Cobb
HOE Coordinator
Wilbur D. Mills High School

Ms. Marilyn Williams
HOE Coordinator
Stuttgart High School

Ms. Linda Kittler
HOE Coordinator
Pine Bluff High School

Ms. Jobelle Johnston
HOE Coordinator
Jonesboro Area Vo-Tech High School

Appendix B

H.O.E.

curriculum project

Task Survey

Name _____

Occupation _____

	Minimum Task taught in Exploratory or Orientation Classes	Minimum Task taught in HOE I Classes	Minimum Task taught in HOE II or Advanced Classes	Coop or OJT Task	Students need Only knowledge of this Task	Not a HOE Task
1. Spin down blood and urine.						
2. Stain a blood smear.						
3. Prepare culture media plate						
4. Clean dirty or used glassware						
5. Determine blood type and Rh factor						
6. Prepare chemical solutions						
7. Use graduated cylinders and volumetric flasks						
8. Use pipettes						
9. Use the triple beam balance						
10. Weigh dry chemicals						
11. Test urine for sugar, acetone, and specific gravity						
12. Use a microscope						
13. Operate the coulter						
14. Perform finger stick						
15. Collect blood, nose, and throat cultures						
16. Operate electrocardiograph						
17. Prepare patients for radiological exams						
18. Position patients for radiological exams						

H.O.E.

curriculum project

Task Survey

	Minimum Task taught in Exploratory or Orientation Classes	Minimum Task taught in HOE I Classes	Minimum Task taught in HOE II or Advanced Classes	Coop or OJT Task	Students need only knowledge of this Task	Not a HOE Task
19. Mix film processing solutions						
20. File radiological film						
21. Prepare barium solution for upper and lower GI series						
22. Operate automatic film processing machine						
23. Prepare patients for the dentist						
24. Prepare dental trays for procedure needed						
25. Prepare dental filling materials						
26. Make impressions and pour a study cast						
27. Demonstrate proper brushing and flossing technique						
28. Take dental radiological exams						
29. Develop dental radiological film						
30. Record the dentist's observations (charting of teeth)						
31. Clean dental instruments						
32. Sterilize dental instruments						
33. Assist with and/or shave male patients						
34. Replace linen						
35. Sterilize supplies						
36. Care for the dying patient						
37. Measure intake and output						

H.O.E.

curriculum project

Task Survey

	Minimum Task taught in Exploratory or Orientation Classes	Minimum Task taught in HOE I Classes	Minimum Task taught in HOE II or Advanced Classes	Coop or OJT Task	Students need only knowledge of this Task	Not a HOE Task
38. Give back rubs						
39. Clean a patient unit						
40. Give colostomy care						
41. Give a retention enema						
42. Give a cleansing enema						
43. Utilize isolation techniques						
44. Insert a rectal tube						
45. Insert a rectal suppository						
46. Remove a fecal impaction						
47. Provide post-mortem care						
48. Assist patients with bowel and bladder elimination						
49. Make beds (open, closed, occupied, surgical)						
50. Prepare and position patients for physical examinations						
51. Bathe patients (partial, complete, sitz, tub, shower)						
52. Give catheter care						
53. Care for the incontinent patient						
54. Clean an examination or treatment room						
55. Take and record vital signs						
56. Set up sterile trays						

H.O.E.

curriculum project

Task Survey

	Minimum Task taught in Exploratory or Orientation Classes	Minimum Task taught in HOE I Classes	Minimum Task taught in HOE II or Advanced Classes	Coop or OJT Task	Students need only knowledge of this Task	Not a HOE Task
57. Use a nasal cannula						
58. Care for the normal newborn						
59. Apply moist heat - hot soaks						
60. Apply dry heat - hot water bag						
61. Apply moist cold treatment - cold compress						
62. Apply dry cold treatment - ice bag						
63. Assist patient to dangle						
64. Put on and remove mask and gown						
65. Collect a routine urine specimen						
66. Collect a midstream clean catch urine specimen						
67. Collect a 24 hour urine specimen						
68. Collect a stool or feces specimen						
69. Collect a sputum specimen						
70 Measure patients' height and weight						
71. Measure infants' height and weight						
72. Make and receive telephone calls						
73. Record information on patients' chart (charting)						
74. Greet patients and visitors						
75. File patient records						

H.O.E.

curriculum project

Task Survey

	Minimum Task taught in Exploratory or Orientation Classes	Minimum Task taught in HOE I Classes	Minimum Task taught in HOE II or Advanced Classes	Coop or OJT Task	Students need only knowledge of this Task	Not a HOE Task
76. Bill patients						
77. Collect vital statistics information						
78. Inventory and requisition supplies						
79. Admit, discharge, and transfer patients						
80. Transport patients						
81. Transcribe medical records						
82. Fill out incident reports						
83. Fill out insurance reports						
84. Test cranial nerves						
85. Apply arm and leg restraints						
86. Test reflexes of other students						
87. Assist patients in walking with crutches or walker						
88. Give range of motion exercies						
89. Adjust circ-o-lectric beds and tilt tables						
90. Demonstrate proper massage techniques						
91. Give vision and hearing screening test						
92. Assist in teaching principles of personal hygiene						
93. Clean thermometers						
94. Clean medical instruments						

H.O.E.

curriculum project

Task Survey

	Minimum Task taught in Exploratory or Orientation Classes	Minimum Task taught in HOE I Classes	Minimum Task taught in HOE II or Advanced Classes	Coop or OJT Task	Students need only knowledge of this Task	Not a HOE Task
95. Demonstrate procedure for disinfection of drinking water						
96. Wash glassware						
97. Administer portables or piped oxygen (nasal, mask, test)						
98. Clean and refill humidifiers						
99. Operate bronchodilator						
100. Check for O_2 safety precautions						
101. Administer aerosol medications						
102. Wash hands using aseptic technique						
103. Perform CPR						
104. Demonstrate good body mechanics						
Perform Red Cross standard first aid skills:						
105. control bleeding by direct pressure						
106. apply bandages and dressings						
107. apply splints						
108. treatment for shock						
109. treatment for burns						
110. use lifts and carries						
111. Assist in teaching principles of nutrition						

H.O.E.

curriculum project

Task Survey

	Minimum Task taught in Exploratory or Orientation Classes	Minimum Task taught in HOE I Classes	Minimum Task taught in HOE II or Advanced Classes	Coop or OJT Task	Students need only knowledge of this Task	Not a HOE Task
112. Identify types of diet						
113. Serve and assist at mealtime						
114. Give tube feedings						
115. Prepare patient for meal						
116. Serve diet tray						
117. Remove diet tray and clean area						
118. Feed an adult patient						
119. Feed an infant						
120. Feed a toddler (18-26 months of age)						
121. Feed a pre-school child (3-6 year of age)						
122. Feed a blind patient						
123. Utilize aseptic techniques						
124. Demonstrate applied body mechanics						
125. Handle emergency use of intercom (fire, Code Blue)						
126. Demonstrate emergency evacuation procedures						
127. Demonstrate techniques for accident prevention and office safety						
128. Evaluate equipment to see that it meets safety standards						
129. Bathe animals						

H.O.E.

curriculum project

Task Survey

	Minimum Task taught in Exploratory or Orientation Classes	Minimum Task taught in HOE I Classes	Minimum Task taught in HOE II or Advanced Classes	Coop or OJT Task	Students need only knowledge of this Task	Not a HOE Task
130. Feed animals						
131. Exercise animals						
132. Assist in examination and treatment procedures of animals						
133. Observe and report client/patient behavior						
134. Confer with occupational therapist regarding work schedule, equipment and supplies, and treatment plan						
135. Lead routine recreational group activities, i.e., card games, softball, volley ball, picnics (under direct supervision of an occupational therapist)						
136. Assist client/patient during therapeutic activity with demonstrations, explanations, and/or termination of project (under direct supervision of an O. T.)						
137. Fabricate, modify, or adapt slings, splints, and self-help devices to assist client in obtaining optimal physical independence (under direct supervision of an O. T.)						

Appendix C

HEALTH OCCUPATIONS EDUCATION CURRICULUM PROJECT
Field Test Evaluation Form

Name of unit _____

On a scale from 1 (low) to 10 (high), rate the unit you field-tested.

1. How do you think the student(s) responded to the unit?

   1 2 3 4 5 6 7 8 9 10 Comments:

2. Does the unit seem appropriate to the intellect or talent of the student(s)?

   1 2 3 4 5 6 7 8 9 10 Comments:

3. Did the student(s) grasp the importance of the unit?

   1 2 3 4 5 6 7 8 9 10 Comments:

4. What comments did the student(s) make after completion of the unit?

   a. _____

   b. _____

   c. _____

5. In your professional judgement:

   a. Appropriateness of material 1 2 3 4 5 6 7 8 9 10

   b. Adequate coverage of the subject 1 2 3 4 5 6 7 8 9 10

   c. Degree of acceptance by students 1 2 3 4 5 6 7 8 9 10

   d. Degree of achievement of purpose 1 2 3 4 5 6 7 8 9 10

6. Number of students involved in field test _____

7. Comments for revision

   a. _____

   b. _____

   c. _____

   d. _____

_____
Evaluator's Signature